

## **ABSTRACT**

This study used a quasi-experimental type of research employing the matching only pretest-posttest research design to determine the effect of reading games on Grade 3 pupils' reading comprehension. The experimental and control groups were taught the same topics. The control group was taught with conventional teaching method, while experimental group in the other hand was taught using reading games as intervention. This study utilized adapted instruments. The findings of this study showed that the pretest performance of the pupils of both the experimental and conventional group is at frustration level. The level of reading comprehension in the posttest performances of the pupils in the control and experimental group is at the instructional level. There is no significant difference on the pretest performance between the control and experimental group. There is significant difference in the pretest and posttest performance of the control group as well as in the experimental group. In the same manner, there is significant different in the posttest performance between the experimental and control group. It can be implied that pupils are struggling on their reading comprehension. However, when they were taught using conventional and reading games, pupils have improved in terms of their comprehension. This simply means that both conventional method and reading games are effective in enhancing pupils' reading comprehension. However, reading games are more effective in facilitating and enhancing pupils' reading comprehension.

*Keywords:* Effect, Reading Games, and Reading Comprehension